

gaged in rivalry or competition harmful to the educational interests of these communities.

The commission recommends that if the General Assembly continues the appropriations to the Co-operative Education Association and the Congress of Parents and Teachers, such appropriations shall be expended only upon the approval of the Superintendent of Public Instruction, and only then provided he is satisfied that these organizations are not engaging in rivalry or competition harmful to the educational interests of the communities in which they are operating.

SCHOOL LAWS

The school laws have been amended at various times and there has been superimposed upon them the county unit act. This act has operated successfully and satisfactorily, and now should be written into the school laws in the place of the district provisions where appropriate. The school laws are scattered and full of inconsistencies.

The commission recommends that the school laws be codified; that in the codification, the county unit be written into the laws in place of the district where appropriate; and that the amendments recommended in this report be included in the codification.

In conclusion, the commission recommends that every educator in the State make a thorough study of the survey staff report in order that he or she may become fully conversant with the educational situation in Virginia and the recommendations made by the staff.

THREE STAGES OF DISCIPLINE

All the theories in the world are useless if you can't inculcate in a boy a certain pride in being kept in order, and later in keeping himself in order, and later still in keeping others in order. Those are the progressive stages through which our manhood must pass.

"IAN HAY" BEITH

SOME PSYCHOLOGICAL ASPECTS OF JUVENILE FEARS

CRITICAL studies, scientific investigations, and random observations show that fear is one of the major and compelling forces of life. The older psychologists placed fear in the list of instincts. The "behaviorists," admitting three fundamental emotions in infants, list them as fear, rage, and love. This classification, developed from studies of infancy by Watson and Watson, subdivides fundamental fear into two parts, "sudden removal of support" and fear of "loud sounds."¹

Dr. W. H. Maxwell says that fear, "and particularly repressed fear, is the curse of the modern civilized child. If the reader will but hark back to his own childhood, and by means of the numerous illustrative cases of other children he has known and had opportunities of observing more or less closely, he will find that this thread of fear is woven more or less into the pattern of every childhood."²

That fear is deeply rooted in all life is shown further by Sands and Blanchard: "In the social history of mankind, fear has probably been a more influential motive than anger. The taboo control of primitive groups was based almost entirely upon fear. Religion, in its earliest stages, had its genesis in this emotion. Primitive man had a spiritistic interpretation of all phenomena which he did not understand, and his desire to propitiate these spirit forces was born of terror. The laws and religious beliefs which grow out of primitive taboos and superstitions were no less free from this element. Modern society still depends to a large extent upon fear for control."³

¹John Broadus Watson and Rosalie Raynor Watson, *Studies in Infant Psychology*, *Scientific Monthly*, XIII (1921), 505-14.

²G. F. Morton, *Childhood's Fears* (Macmillan), Preface, p. 11.

³Irving J. Sands and Phyllis Blanchard, *Abnormal Behavior*, p. 8. (Moffat, Yard and Co., 1923).

In addition to the fundamental fear of the tiny infant, countless dreads and acquired fears are quickly developed in the mind of the young child. He must be conditioned to an unknown world—and out of the unknown comes fear. In writing of the early origin of dreads Williams says, "It is when the fear-bringing situation is not examined and penetrated that fear becomes ingrown. That form which one runs away from is always terrifying because it remains unknown, and in essence, only the unknown is terrifying—It is ignorance which breeds fear."⁴

A realization of the power of the unknown will be invaluable in overcoming fear and in developing courage. The acquired fears of little children include both the tangible and intangible. Fears of darkness, so readily acquired and so hard to overcome in small children, are so deeply rooted that one might almost class them as instinctive. They are a natural development of the greater fear of the unknown, augmented frequently by the careless or cruel suggestions of parents and superstitious nurses. Small wonder that an imaginative child often becomes the adult neurotic, with a regressed fixation to this very real terror of the unknown dark, for "The neurotic patient—is an incarnate anachronism."⁵

In the treatment of fears of darkness and their intangible accompanying "night terrors" care must be taken that ridicule is never used, or another chain of fears will be aroused, and the former driven back into the unconscious where will be developed what Morton calls the "inferiority-fear complex." (*Childhood's Fears*, 101) Far better would be the procedure suggested by Mrs. Wickes,⁶ whereby the child realizes that just as other brave people have felt fear and overcome it by understanding, so

may he gain power over what gave him terror.

Space does not permit more than the enumeration of many other real fears of childhood, such as strangers, animals, fire, death, places, bullies, etc. Many of these fears are co-existent with or symbolic of other dreads. The following example cited by Dr. Mateer shows how analysis cleared up a complex situation of double fears. "A person troubled definitely with insomnia always sleeps well, free from depression, on a rainy night. Analysis reveals the following situation. In early childhood, the individual suffering from this difficulty heard a denunciatory sermon picturing vividly the end of the world and general conflagration. For several years she was repeatedly subject to a vivid terrifying dream in which everything was burning and would awake with an overpowering fear which could only be eased by making sure that the sky had not turned red. Nights when it rained, her fears rested, soothed by the belief that the fire could not come when the earth was so wet. The incident dropped out of memory, but the emotional setting remained, not understood until traced back by analysis."⁷

Before discussing the specific fears of later childhood and adolescence, some mention should be made of the psychological theories underlying the causes of fears. The "inferiority-fear complex," already referred to, is based on "organ inferiority" or "any failure of adaptation on the part of the child." Adler's theory is further summarized by Morton as "the failure to compensate by achievement." The author presents with considerable detail the ideas of Freud, compares the theory of "libido sexualis" with the broader interpretations of Jung and Adler and reduces both the sexual and ego derivatives of the fear-complex back again to "failure of adaptation." (*Childhood's Fears*, Chapter VIII).

Fears developed from a sense of "organ

⁴Tom A. Williams, *Dreads and Besetting Fears*, p. 7. (Little, Brown, and Co., 1923).

⁵Oskar Pfister, *Psycho-Analysis in the Service of Education*, p. 65.

⁶Frances G. Wickes, *The Inner World of Childhood*, p. 231. (Appleton, 1927).

⁷Florence Mateer, *The Unstable Child*, p. 133-4. (Appleton, 1924).

inferiority" may be illustrated by the terrors produced in the child who feels himself different from and unable to cope with his companions. The attention is focused on potential dangers, and often a slight occurrence is sufficient to throw the fear-ridden child into panic. Dreams are particularly affected by this condition. If left unsolved, these early conflicts become the obsessions of the adult neurotic. Morton says, "Men who face their fears, avoiding repression and solving their conflicts, these men are the ones who find rhythm and harmony in life. But when fear is banished from consciousness, when there is repression and unsolved conflict, then there develops the neurotic symptom, nightmare, anxiety and hysteria." (*Childhood's Fears*, p. 119) The hang-over of fear into adult life necessitates that we develop in the child a clean bill of mental health founded on intelligent courage—not on repression. In discussing the causes of fear neuroses and pathological doubts Coriat says, "Most of the pathological doubts and fears can be traced to an emotional episode which has been conserved in the unconscious, in a few cases, the original episode has become dissociated."⁸

Bertrand Russell gives courage as one of the four primary aims of education. To achieve this aim, he states, "fear should be overcome not only in action, but in feelings; and not only in conscious feeling, but in the unconscious as well."⁹

In the younger adolescent a sense of inferiority as evidenced in fear of punishment or failure looms large. Prussian statistics show that one-third of the suicides among children are traceable to fear of punishment or to a dread of insufficient success at school. (See *Sands and Blanchard*, p. 370) Anxieties directly associated with sex are even more terrifying. Here again, the un-

known causes fear. Ignorance, misinformation, and an active imagination may produce an endless chain of besetting fears concerning the sex functions. The persistence of mis-information distributed by scandalmongering playmates, undispelled by an over-sensitive parent, was recently brought to light in the confession of a young woman whose entire emotional life had been affected by sex dreads produced in early childhood. Yet from such are the teachers of the little children recruited. Instances can be multiplied—the power of ignorance is strong, as testified to by the following from different writers, "One who would educate a child in matters of sex must himself be educated by life to a true understanding" (Wickes, p. 262) "A grown-up person in charge of a child should never feel fear. That is one reason why courage should be cultivated in women just as much as in a man," (Russell, p. 109). "Fear itself is in direct ratio to ignorance. What a reflection on education that it should give to the child wrong conceptions, fears and repressions instead of true knowledge, love, and freedom. . . . The child may make the repression, but the educator makes the conflict," (Morton, p. 206). In another connection Morton states, "The flight of the child into a neurosis is the historic flight from fear. To him the reproach of fear is greater than the reproach of sexuality," (p. 113).

The limitations of this paper will not permit more than passing mention of the relation between sex fears, masturbation, kleptomania, phantasy symbols, and dream terrors. All of these enter the unconscious if fear is not dispelled. Even paralysis and speech defects are caused by these dreads.

Fear is not an entirely waste product of the emotional life. There is even in this a useful side, which training may utilize and modify as a necessary and valuable asset in society. A study of an individual's fear-complexes gives peculiar insight into the needs of the child or adult for improving

⁸Isador H. Coriat, *Abnormal Psychology*, p. 354. (Moffat, Yard & Co., 1923).

⁹Bertrand Russell, *Education and the Good Life*, p. 116. (Boni and Liveright, 1926).

his mental health. In all cases the differences of individuals must be respected. Again we find that the "average" child is a myth. Fear that is overcome is an incentive to discovery and progress. The compensation of fear is achievement, a successful adaptation, "so that fear, leading to curiosity and the knowledge that casteth out fear, may be the occasion of a more perfect adaptation." (Morton, p. 90) And is not civilization a record of the cumulative adaptations of the race to more perfect life?

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EDNA EIGHMEY

MAKING AN APRON FOR A FOODS LABORATORY UNIFORM

A THREE WEEKS' CLOTHING UNIT FOR AN EIGHTH GRADE

I. What the Children Will Do

A. They will select material and pattern.

1. They will study and select materials from samples as to:
 - a. adulteration
 - b. laundering qualities
 - c. durability
 - d. suitability to purpose
 - e. cost.
2. They will study and select pattern from illustrations as to:
 - a. simplicity of design
 - b. practicability of design

- c. ease of putting on
- d. ease of laundering.

B. They will decide upon amount of material required for each and interpret symbols on pattern.

1. They will consider the width of the material.
2. They will consider design of pattern.
3. They will each measure a class-mate and record length of skirt, length of side waist from shoulder to waist, both front and back.
4. They will decide how many lengths of material will be needed.
5. They will interpret perforations and notches.

C. They will alter pattern to individual measurements.

1. They will increase bust measure by drawing a line straight down from center of the shoulder through the waistline on both pieces of the pattern, cutting along this line, and separating the pieces enough to give one quarter of the whole amount needed on both back and front.
2. They will decrease bust by laying a fold from the center of shoulder straight through the waist line on both pieces of the pattern, the fold to take up one quarter of the entire amount the pattern needs to be decreased.
3. They will lengthen the waist by cutting through the pattern about two inches above the waistline and separating the pieces enough to give the needed length and lengthen the skirt by cutting and separating the pattern about midway between the waistline and bottom of skirt.
4. They will shorten the waist by laying a fold through the pattern about two inches above the waist and shorten the skirt by laying a fold cross-wise through the middle part of skirt.

D. They will lay pattern on material in